



## Field Trip Chaperone Guide

# It's Alive!

### BEFORE YOU START

#### **You don't have to be a science expert!**

The goal of this guide is to support you in deepening students' experiences. We've provided some questions you can ask to focus their explorations. Remember to have fun and enjoy your visit!

#### **Make it your own!**

Try to make this experience unique for yourself and your group by sharing related stories or asking your own open-ended questions. Feel free to visit the listed exhibits at any time during your field trip and in any order.

#### **What is the value of this guide?**

The topic, exhibits, and questions in this guide were designed to enrich your students' learning. There is a lot to think about as a chaperone, and this guide will walk you through an experience chosen by your teacher.

#### **Where are the exhibits?**

Look at the labeled map on the back to find the exhibits you will visit. We often move exhibits around. If you need help finding an exhibit, just ask an orange-vested Explainer.

## LET'S GET STARTED!

Read these instructions out loud to your group of students.

*I will guide you to three exhibits with living plants and animals that do interesting things to survive in their environments.*

*At each of the exhibits we will explore, investigate, and share.*

### **Step 1: Explore the exhibit**

*First, we will play with the exhibit. We can use all of our senses to make observations and compare different parts of the exhibit.*

[Tips for Facilitation: Model making observations and asking open-ended questions. Encourage taking turns.]

### **Step 2: Investigate questions**

*While at the exhibits, I will read some questions and things to try. We can also come up with our own questions.*

[Tips for Facilitation: Repeat or rephrase questions to help guide the students. It's OK if students don't get to an answer.]

### **Step 3: Share ideas**

*Finally, we will step away from the exhibit and discuss ideas about what's going on. Don't worry, this is not about getting the "right answer." It's about sharing ideas.*

[Tips for Facilitation: Stand or sit in a small circle and give each student a chance to share. Add your own thoughts on the exhibit or different discussion questions.]

### **Step 1**

## Explore the Exhibit

*Let's try it out!*



### **Step 2**

## Investigate Questions

*What did you notice?*



### **Step 3**

## Sharing Ideas

*Time to discuss*



### **Sensitive Plants**



**GET A REACTION:** Try touching different parts of the plant to see what happens. Watch as the plant moves. Do you notice anything interesting about how the leaves move?

**NO HANDS:** Can you find a way to get the plant to react without touching it?

**WARM-UP QUESTION:** Was there anything about this exhibit that surprised you?

**IN THE WILD:** If this plant was in nature, what do you think would cause the leaves to react?

### **Living on the Rocks**



**HOLD ON:** What are the creatures using to hold onto the rocks? How do you see them moving around the rocks?

**PLANTS OR ANIMALS:** Sometimes it's surprising that something is an animal or a plant. What clues can you use to tell animals and plants apart?

**WARM-UP QUESTION:** What did you find interesting at this exhibit?

**FOOD WEB:** Did you see any animals eating? How do you think you can tell if an animal is eating?

### **Energy from Death**



**TAKE A CLOSER LOOK:** What body parts do you notice on the beetles? What are they using their body parts for?

**FOOD WEB:** Which parts of the rats are the beetles eating? Which parts are they not eating?

**WARM-UP QUESTION:** What was most memorable about this exhibit?

**ENERGY:** These beetles get their energy from eating dead rats. Where do you get your energy?